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ABSTRACT

Of the eighty-two participants who attended the institute from August 2 to August 13, 1965, fifty-three were classroom teachers from the elementary and secondary levels. Administrators and other school personnel made up the remainder of those enrolled. The primary objectives of the Institute were as follows: (1) understand the historical background and the social-psychological context of conditions resulting in educational disadvantage; (2) consider special approaches to meet the education needs of minority-group youngsters; and, (3) discover ways to improve human relationships in desegregated classrooms. [Parts of this document may not be clearly legible on reproduction due to the print quality of the original.] (Author/CB)

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Final Report of

The Special Institute on

School Desegregation:

An Institute to Help Educators Maximize Educational Opportunity

August 2-13, 1965

Daniel U. Levine
Institute Director and
Author of Report

Contract Number
OE-5-37-031
P.L. 88-352, Title IV, Section 404
The Civil Rights of 1964

Robert J. Havighurst
Program Director

An Institute Conducted by the
Center for the Study of Metropolitan Problems in Education
School of Education
The University of Missouri at Kansas City

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2. Abstract:

Title: Special Institute on School Desegregation: An Institute to Help Educators Maximize Educational Opportunity.

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Contract Number: OE-5-37-031
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Institute Directors: Daniel U. Levine, General Director
Robert J. Havighurst, Program Director

Contractor: The University of Missouri at Kansas City (U.M.K.C.)

Sponsor: Equal Educational Opportunities Program
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Planning Phase: May 1, 1965--August 1, 1965

Training Phase: August 2, 1965--August 13, 1965

Follow-Up Phase: August 14, 1965--January 31, 1966

Participants: Of the eighty-two participants who attended the institute, fifty were from Kansas City, Missouri, seventeen were from Kansas City, Kansas, twelve were from Leavenworth, Kansas and three were from Marshall, Missouri. Of the fifty-three classroom teachers enrolled in the institute, thirty taught in elementary schools, eleven taught in junior high schools, eleven taught in senior high schools (including three department chairmen), and one was a special education teacher. The remainder of the group consisted of one school nurse, five counselors, one helping teacher, one director of curriculum, one director of special education, three head teachers, and seventeen elementary school principals.

Objectives: The curriculum of the institute was planned in accordance with the assumption that educators need both broad understanding of the general forces which structure desegregated situations and close familiarity with specific problems and approaches which are likely to be particularly salient in desegregated classrooms. The primary objectives of the institute, therefore, were defined as 1) helping school officials understand the historical background and the social-psychological context of conditions resulting in educational disadvantage and the relation between these forces and desegregation problems in the schools, 2) helping individuals responsible for the content of instruction in the classroom study and consider special approaches to meet the education needs of minority-group youngsters, and 3) helping educators find ways of working with students in desegregated classrooms so as to improve the human relationships in such classrooms. Participants were also encouraged, through background questionnaires collected as a condition for admittance to the institute and consultations with institute staff, to identify specific objectives unique to their particular situations.

Procedures: The institute met for ten full days and three evenings. Participants attended a daily lecture-and-question period approximately ninety minutes long as well as a daily discussion in one of four Study Groups organized according to grade level and position. From one-to-two hours were set aside each day for individual study and exploration using library materials provided by the Center for the Study of Metropolitan Problems in Education and the University of Missouri at Kansas City. Participants also met seven times in Special Interest Groups and three times in School District Delegations. The three evening sessions were devoted to the viewing of films. Each participant chose a topic or project related to the institute curriculum and then prepared a report which was collected at the final session. Many of these projects consisted primarily of preliminary plans for the succeeding year.

To follow-up the training phase of the institute, five Coordinators for Evaluation and Follow-Up were appointed to visit and interview participants in their home schools and to assist the Director and Program Director in assessing the results of the institute training program. Many of the participants were contacted more than once by members of the institute staff. All participants received additional material on desegregation in several mailings sent out during the fall of 1965. In addition, the institute reconvened for a full-day session on Saturday, December 4. Material handed in by participants at this meeting and responses to a follow-up questionnaire indicated that reactions to the institute remained generally favorable. Participants described many ways in which they had implemented some of the goals they had set for themselves during the institute.

Results and Conclusions: Information collected during the follow-up period did not cause the staff to change the general conclusions that had been reached in August of 1965. While participants helped the staff identify a number of changes which would improve future institutes, in general it was felt that the institute had been successful. The most frequent comment made by participants in December of 1965 and January of 1966 remained the same as was heard in August: "It would be wonderful if many more teachers could attend institutes to help them solve the significant and difficult educational problems related to desegregation." The institute staff, in turn, was most impressed with what the participants had done to improve the quality of education in their home schools and classrooms. Much has been accomplished. Much remains to be accomplished.

3. Evaluation and Follow-Up of the Special Institute on School Desegregation:

Efforts to follow-up the 1965 Summer Desegregation Institute included two major activities. On the one hand, five Coordinators for Evaluation and Follow-Up were appointed to work with the directors in contacting participants in their home schools. The following individuals were approached and agreed to serve in this capacity:

Dr. A. Leedy Campbell - Principal, Lincoln Junior High School, Kansas City, Missouri.
Mr. Robert Kreiger - Assistant Superintendent for Curriculum and Personnel, Leavenworth, Kansas.
Mr. Donald Lamb - Principal, Quindaro Elementary School, Kansas City, Kansas.
Dr. Mary Meehan - Director, Youth Development Project, Greater Kansas City Mental Health Foundation.
Dr. Gordon Wesner - General Director of Instructional Services, Kansas City, Missouri.

Dr. Campbell, Dr. Meehan, and Dr. Wesner were on the regular staff of the institute when it met in August. Mr. Kreiger and Mr. Lamb were participants in the institute.

The second major follow-up activity consisted of an all-day session held on Saturday, December 4, 1965. On this date sixty-seven of the eighty-two participants in the summer institute returned to the University of Missouri at Kansas City in order to discuss the problems they had confronted in trying to implement plans formulated in August and to advise each other concerning practices and materials which had proved particularly successful in working to solve problems attendant on or incident to desegregation. The major part of the day, accordingly, was devoted to group meetings and presentation of reports by participants. The schedule of the meeting was as follows:

8:30-8:50 Opening Remarks
8:50 Juanita Husser, Principal, North Broadway Elementary School, Leavenworth, Kansas
9:00 A. Leedy Campbell, Principal, Lincoln Junior High School, Kansas City, Missouri
9:05 Marybeth Swartz, Teacher, Southeast Junior High School, Kansas City, Missouri
9:20 Donald Lamb, Principal, Quindaro Elementary School, Kansas City, Kansas
9:25 Grace Senter, Teacher, Special Education Center, Marshall, Missouri
9:35 Alice Phipps, Teacher, Chick Elementary School, Kansas City, Missouri
9:45 Coffee
10:05 Mary Meehan, Director - Youth Development Project, Community Studies, Kansas City, Missouri
10:10 Rebecca Bloodworth, Chairman of English Department, Sumner High School Kansas City, Kansas
10:15 Discussion in Study Groups
11:50 Reports from Discussion Group Recorders
12:10 Lunch
1:10 Robert J. Havighurst: "Recent Developments Related to School Desegregation"
1:25 Gordon Wesner, Director of Instruction, Kansas City, Missouri
1:30 Carol Goldstein, Teacher, Faxon Elementary School, Kansas City, Missouri
1:40 Marie Wagner, Principal, Troost Elementary School, Kansas City, Missouri
1:50 Questionnaire
2:00 Film: The Superfluous People
3:00 Daniel U. Levine: Presentation of New Materials and Readings of Selected Passages from Manchild in the Promised Land
3:15 Jeanne McIlvee, Teacher, Meservey Elementary School, Kansas City, Missouri
3:25 Robert Kreiger, Director of Curriculum and Personnel, Leavenworth, Kansas
3:30 George Reynolds, Principal, Twain Elementary School, Kansas City, Missouri
3:40 Benjamin Day, Teacher, Lincoln Elementary School, Leavenworth, Kansas
3:50 Hortense Schaller, Counselor, Paseo High School, Kansas City, Missouri
4:05 Delores Williamson, Teacher, Elmheim Elementary School, Kansas City, Missouri
4:10-4:25 Closing Remarks

The anonymous questionnaire filled out by participants who attended the December 4th session was similar, with a few slight exceptions, to the one filled out at the conclusion of the August sessions. Because it is easier to study problems and conceptualize promising solutions in an institute setting than it is to implement ideas in a school or classroom, it was expected that in December the participants would be less positive about the value of the summer training sessions than they had been in August. This expectation was confirmed in the questionnaire items, but the shift was less than anticipated and participants remain very favorable, on the whole, in evaluating their experience in the institute.[1]

Participant responses to key items on the questionnaire are summarized on the following page. The numbers in parentheses represent the percentage of participants who chose the appropriate response categories; the first number in each column gives the August percentage and the second gives the December percentage. While there were small differences in the numbers of participants responding to the various questions, for the most part there were eighty-one participants who responded to a given item during the August administration of the questionnaire and sixty-three who responded to a given item in December.

Perceptions and Reports of the Coordinators for Evaluation and Follow-Up

The reports of the Coordinators for Evaluation and Follow-Up agreed closely with the opinions participants expressed on the December questionnaire. Most of the participants, that is, asserted that the institute had been a valuable experience for them. With few exceptions, they cited specific ways in which the institute and its related experiences had influenced their behavior during the fall semester of the 1965-1966 school year.[2] Typical reactions and perceptions of participants in the summer institute are illustrated in the following excerpts from the summary prepared by one of the Coordinators who reported responses and activities which generally paralelled those reported by the other four Coordinators:

Coordinators' Follow-Up Report[3] (Abridged)

After two months back on the job, twelve teachers reported that the impact of reality had not diminished but rather enhanced their favorable view of the institute. The teachers expressed their feelings with these words: 'extremely helpful and inspiring'; 'most interesting and helpful experience I ever had'; 'caused deep thinking'; 'feel like a missionary'; 'more aware.'

Reality caused the modification of the views of two teachers. One found that the school situation 'took the glow off'; another reported that teaching a class of adult Negroes was more helpful than the institute.

The study group was mentioned in a strongly positive manner by ten teachers and in a negative manner by one teacher. 'Concrete help','exchange of ideas', and 'meeting of the minds' were terms used to convey their opinions.

The lectures were mentioned five times in a favorable way. They opened up 'new thought channels' for one teacher and encouraged another 'to try and to do'. The interest group was mentioned six times and characterized as 'not helpful' by three participants.

[1]Although it is possible that the inclusion of the fifteen participants who did not attend the December meeting might have shifted the percentages in a still more negative direction, it is not likely that such a shift would have been appreciable in view of the fact that most of this group of fifteen had communicated with the director to describe why they were unable to attend and to express their regrets at having to miss the meeting.

[2]The appendix to this report consists of brief papers in which participants report some of their activities since returning to their home schools.

[3]Based on fourteen individual interviews.

August and December Responses to the Institute Evaluation Questionnaire

Item	Response Categories and Percentage of Responses				
The overall institute experience was	Of No Practical Value (00) (00)	Of Little Practical Value (01) (02)	Of Some Practical Value (09) (13)	Moderately Valuable For Me (19) (25)	Of Great Practical Value (71) (60)
Did you get as much out of the institute as you expected to?	Less (04) (02)	About as Much (25) (27)	More (71) (71)		
The lecture series as a whole was	Of No Value (00) (00)	Of Limited Value (01) (03)	Moderately Helpful (10) (34)	Very Helpful (89) (63)	
I found the books and pamphlets which were distributed to us to be	Hardly Useful At All (00) (00)	Seldom Useful (01) (02)	Occa-sionally Useful (05) (11)	Usually Productive (38) (41)	Very Useful (56) (46)
The duplicated materials distributed to us were generally	Hardly Useful At All (01) (00)	Seldom Useful (02) (02)	Occa-sionally Useful (06) (11)	Usually Productive (43) (46)	Very Useful (48) (41)
The following films were:	Hardly Worthwhile	Partly Worthwhile	Mostly Worthwhile	Very Worthwhile	
Portrait of the Inner City	(00) (02)	(06) (13)	(34) (45)	(60) (40)	
Children Without	(00) (02)	(05) (08)	(33) (38)	(62) (52)	
Color of Man, Brotherhood of Man	(01) (02)	(10) (09)	(37) (47)	(52) (42)	
Marked for Failure	(01) (02)	(09) (03)	(38) (50)	(52) (45)	
The time I spent in this activity was:	Hardly Useful At All	Seldom Useful	Occa-sionally Useful	Usually Productive	Very Productive
Study Group	(00) (00)	(01) (05)	(12) (09)	(31) (42)	(56) (44)
Interest Group	(00) (00)	(05) (10)	(15) (30)	(40) (39)	(40) (21)
School District Group	(07) (05)	(07) (11)	(27) (33)	(25) (33)	(34) (18)
Independent Study	(00) (02)	(00) (05)	(08) (08)	(48) (44)	(44) (41)
The size of the group was:	Far Too Large	Somewhat Too Large	About Right Size	Too Small	
Study Group	(01) (03)	(22) (17)	(77) (77)	(00) (03)	
Interest Group	(05) (06)	(09) (24)	(86) (68)	(00) (02)	
School District Group	(16) (14)	(27) (27)	(53) (57)	(04) (02)	
This activity is:	Unlikely To Have An Impact On My Teaching Or Administering	Likely To Have Slight Impact	Likely To Have Moderate Impact	Likely To Have Great Impact	
Study Group	(02) (05)	(04) (04)	(40) (43)	(54) (48)	
Interest Group	(00) (08)	(19) (25)	(37) (32)	(44) (35)	
Independent Study	(01) (06)	(03) (06)	(37) (47)	(59) (41)	
Institutes such as this should be scheduled for longer than two weeks.	Yes (28) (38)	No (72) (62)			
I would have preferred more speakers and lecture presentations.	More (31) (29)	Number Was About Right (68) (65)	Fewer (01) (06)		
The pace of the institute was too leisurely.	Yes (01) (11)	No (99) (89)			
The pace of the institute was too rushed	Yes (17) (27)	No (83) (73)			

What changes in the teacher's classroom behavior appear to be directly attributable to the institute? The reported changes clustered in three areas: (a) specific efforts to find and to use multi-ethnic materials; (b) modifications of the academic curriculum to include new methods, materials, and emphases; and (c) positive approaches to interpersonal relations with the Negro pupil and the Negro parent.

The institute featured a wide variety of multi-ethnic materials for classroom use. Ten teachers indicated direct use of these materials with their classes. A second grade teacher wrote to the publishers requesting sample copies. Fifteen books were received; some were multi-ethnic and urban in orientation and others pictured the life of middle-class Negroes.

Several teachers turned to the Schools Division of the Public Library for materials and received a most helpful response. In a sixth grade, twenty books were added to the room collection, including such titles as Famous Negro Athletes, Famous American Negroes, That Dunbar Boy and Give Me Freedom.

Pictures of Negro heroes obtained from an oil company were used for bulletin board displays. Several teachers reported difficulty in finding suitable pictures of Negro children and families; neigher Ebony nor The Call were helpful in this area.

Several teachers in the 4th and 6th grades used the tape recorder to motivate pupils in their oral English work. For the first time, some pupils faced the reality of their own speech patterns. Their dissatisfaction with their performance helped some of them to cooperate with the teacher for the first time in actively working on pronunciation and enunciation.

In social studies, the teachers tried to bring to the pupils a realization of the Negro's participation in American life from the earliest times. For example: In a discussion of immigration the teacher emphasized the shift which has occurred from the 'melting pot' idea to the view that each group is unique and valuable in its own right. Countries in Europe, Asia and Africa were mentioned as pupils tried to locate the points of origin of their ancestors.

A second grade teacher described her approach to better understanding of all peoples as 'seizing the moment': during an art class, the color, size, and shape of fall flowers were discussed. Children come in a variety of sizes, shapes and colors. For many pupils, brown, black and white skin tones were a new and fascinating area.

Twenty-five specific curricular implementations were reported by the teachers, each one indicative of changed behavior within the classroom. These participants also described changes requiring a deeper and more personal commitment in their interpersonal relations with Negro pupils and parents. Several teachers reported that a former hesitancy in the use of the word 'Negro' has disappeared; they no longer stumble over the word but feel free to use it where appropriate.

Through conference and home visits, four teachers tried to reach every parent in a friendly, personal way. A third grade teacher visited the homes of all pupils before school opened (a three-day project). In every home, she was warmly welcomed. This teacher said that these visits have brought her a cluster of insights on her pupils which were lacking before, especially for the Negro pupil's problems.

The teachers found that most Negro parents are interested in the school and want their child to learn, to behave, and to achieve. However, because of earlier deprivations, these parents are often unable to help the child at home. The teachers realize now that 'not helping' is not just a matter of indifference.

One teacher decided to try volunteers as a resource for giving children additional help and attention within the school setting. Through her efforts, eleven women from a local church group now provide one or more half days per week of assistance in her school. Four teachers who did not attend the institute have inquired and are using these volunteers.

Another teacher relates the following incident to illustrate her improved understanding of the minority-group child: A first grade teacher (non-participant) told the second grade teacher (participant) that a disadvantaged Negro child would not respond when he was asked to look at a picture and tell what was in it. The first grade teacher wanted

to know: 'Why can't he? Why won't he?' The participant explained that disadvantaged children have not been taught to look at pictures and talk about them in their homes. Often there are no reading materials, and the child's attempts to talk may be stopped with a 'shut up.' Consequently, the child lacks the background and experience for responding to the teacher's request; he is not stupid nor is he just being contrary.

A primary teacher found much aggression and many negative attitudes among her pupils. In each situation, she tried to avoid punishment and to explore with the pupils their feelings. One Negro boy had caused the other Negro boys and the teacher much trouble for a long time. The teacher had the boys tell the 'trouble-maker' what their complaints were; this approach had a greater impact on the boy's behavior than her corrections.

In seating children and in providing leadership opportunities, many of the teachers have tried to avoid any arrangement which tends to produce segregation within the class or on a team. In one school some discussion arose about the values of homogeneous grouping. An Institute teacher spoke against this procedure as tending to bring about re-segregation within the school. The teachers decided not to re-group in this manner.

Influence of Institute participants on their colleagues. The teachers reported 29 instances of either direct attempts to influence their colleagues or of changes in their behavior with their co-workers as a result of the Institute. Eight teachers shared materials with the principal and other faculty members within their own schools and other de-segregating schools. One faculty meeting was held using the film Children without.

Seven teachers indicated that they personally behaved differently toward Negro faculty members new to their schools. They have tried personally to make the newcomers feel welcome and to offer friendship and assistance. They have tried also to talk with other teachers about how it feels to be 'the only one' or 'the new one.'

In informal conversations with faculty members, institute experiences have been shared; when their colleagues show prejudice, many of the participants attempted to present a different point of view.

In one case where the principal did not attend the Institute, he has asked the assistance of the teacher in difficult situations involving Negro children.

Team attendance at the Institute was quite helpful in influencing colleagues because, as a fifth grade teacher so aptly said, 'The remarks of one person might be pushed aside as having her mind off somewhere and not being practical.' Special mention was made of the value of a team which includes the principal.

Summary and conclusions. The participants have consistently tried to implement the Institute learnings in their relations with six groups: The pupils, the parents, the administrators, their co-workers, the volunteers, and their colleagues in other schools. The teachers have focused the major share of their effort within the classroom.

Securing additional materials, more innightful use of familiar techniques and methods, and improved interpersonal relations with the Negro children and parents were the approaches used most frequently and successfully employed.

The teachers' interview responses conveyed a feeling of determination and realistic optimism. A teacher of the fourth and fifth grades summed up the Institute's impact when she said that she was conscious now, '...of trying to be a part of the answer to the problem rather than creating the problem.'

Summaries of the interviews with individual participants reflect the same general trends and reactions. The interview protocols indicate that participants in the summer institute did try to implement new understandings and ideas in their home schools, and many experienced feelings of success in doing so.

In reporting on the perceptions of 16 participants, for example, one of the coordinators summarized his interview material as follows:

> For the most part, participants feel more skillful in handling situations involving minority group students. They feel they have exercised some influence

with other teachers in their school and with the patrons of their schools. Of course, the enthusiasm was high for a few weeks after the institute. As the months wore on, the institute was spoken of less frequently. But it has not been forgotten, and every so often one still hears mention of it and complementary remarks about it.

Many of the participants, of course, found that for a variety of reasons they were unable to achieve some of the goals they had set for themselves, but even those who felt least successful believed that attendance at the institute had made them better teachers and administrators. The following excerpts from one of the interviews illustrates this latter pattern of response:

Report of an Interview with an Elementary School Teacher (Abridged)

Miss_____has not been able to carry out her plans fully but she has made a start. She finds it easier to talk with the Negro child and to use the word 'Negro.' She hopes that by the end of the year it will become such a commonplace word that there will be no 'giggles', etc. from the pupils when it is used.

Her request for multi-ethnic readers was refused by the department of elementary education. On her own she has sent for sample copies from Scott Foresman and the Skyline Series and also to a council in Washington.

She is trying to have a conference with all parents whose children are in need of help; this includes most of the Negro children. She meets with them before school, after school or at lunch time depending on when the parent can come. About half of the parents who came have been Negro. They seem anxious to help the child but they do not want the child held back. Miss_____feels the school has made a mistake in listening to the parents on this matter in the past. The parents want the child to do what he is supposed to do. She would like to visit in the homes but time has not permitted her to do so.

Lack of appropriate materials continues to be a serious problem. The set course in reading does not fit all children. She wonders if 'the powers that be' really realize that the schools have changed. If a teacher does complain, she is called a 'griper' or 'complainer.' Most of the material is geared for the high average child and we don't have many of those any more. Miss_____doesn't know what can be done about it. (The above remarks made in a good-natured way; simply reporting on a condition which existed and had to be lived with.)

She would like to use classroom aides. The principal is interested and has said that this is the secret of the teacher carrying on under conditions as described in No. 3. (The interviewer offered suggestions here for specific contacts.)

Miss_____feels her influence on her colleagues is difficult to estimate. The faculty has a young Negro man for the first time. She hopes that she has made him feel liked and has been a friend. Some on the faculty are not so 'liberal.'

When a teacher seems biased to her, she tries to toss out some ideas which she obtained in the Institute. Usually the person listens. She tries to give them food for thought.

Often in discussion with another teacher about the behavior of a Negro child, the teacher will ask: 'Why did_____do this or that?' Last year she would not have been able to suggest an answer but now she feels able to give a partial answer or make a suggestion.

The Institute group at the school has helped and supported each other. The other teachers could see that they were 'lit up' when they came back; one faculty member called them 'brain washed.'

She wanted to wait to be asked before passing out materials but when this did not happen, she put the bibliography in the office and also the list of companies to which teachers might write.

Some other teachers on this faculty would like to attend a similar Institute.

Miss_____ says she would not want to see any part of the Institute eliminated; all parts were important. The reading gave her a better insight into the Negro and his problems. She had not understood the Negro's problems before. The contact with the Institute staff and the sharing of ideas in study and interest groups were all very enlightening. She maintains that the Institute was the most interesting and helpful experience she has ever had. She feels that the materials she read helped her to work with the Negro children and maybe with all children.

A complementary pattern is reported in the following excerpts from an interview with a teacher who did not feel the institute had made a particularly great impact on her, but who nevertheless did much to implement the kinds of goals suggested during the August meetings:

Report of an Interview with an Elementary School Teacher (Abridged)

After the first few days of the school year, Miss_____ forgot about the institute. She did say, however, that the interest group sessions, the study group sessions, and the individual study and exploration had influenced her subsequent behavior. She had, for example, written to three publishers for sample materials which she introduced to her students. She also chaired a committee which sought and obtained help from a number of adult volunteers who now assist the teachers in her school.

She doesn't feel she has influenced anyone. One teacher wanted to look at the material but has not done so. For the first few days she talked with the principal and several teachers praising the workshop and emphasizing how much she had learned. Some of the teachers commented on their own workshop experiences from which they got wonderful ideas but accomplished nothing in the end.

As noted above, however, the overall tone of the interviews was primarily positive. Most of the teachers and administrators reported in a straightforward way what they had tried to do and how they tried to do it. Most felt that they had made a good start in implementing the plans they had worked out during the institute. In these respects the following response of an elementary school principal was rather typical:

Report of an Interview with an Elementary School Principal (Abridged)

Q. How do you view the institute now that you have been 'reality-testing' for nearly two months?

A. The institute was valuable to me in that it has helped me to be able to sit down and talk more freely with parents and staff members about problems arising in an integrated school.

It has opened lines of communication which were characterized by personal inhibitions due to biases and attitudes that I had toward Negroes. Just how to talk with them and how to discipline Negro children was a real problem to me.

Q. Which parts of the institute have proven to be most valuable to you?

A. Discussion group helped to break down poor attitudes and prejudices. Havighurst lectures were very good.

Free individual study period enabled us to have time for reading and small discussions with other group members. Materials were helpful and copies have been made available to my staff members. Many I have reread myself.

Q. To what extent have you been able to implement plans or ideas which grew out of the institute experiences?

A. I have asked for and received more Negro teachers and have used Negro aids. I have involved both Negro and whites in cultural tours. Now looking toward development of Headstart in area.

Q. What obstacles have you encountered in trying to implement your plans and ideas?

A. Time and scheduling for parent discussions is difficult to achieve. It is sometimes difficult to make contact with parents.

Q. How can the institute staff or government be of additional assistance to you?

A. We need more study of specific problem areas, such as discipline. We need to find ways of working with Negro children and parents in areas where many white teachers feel insecure. We need to overcome our fear of being accused of prejudice when we correct a Negro child. Any helpful ideas or materials would be welcomed.

Q. To what extent and in what ways have you been able to influence colleagues upon their return to your home school?

A. Partly through committee work, we are trying to make the Negro student feel welcome.

The severity of the problems which confront the teachers and administrators in some desegregated schools which serve a good many disadvantaged pupils should not be minimized, nor should the efficacy of an institute experience for teachers in such a school be exaggerated. It appears that the institute proved most relevant and valuable, as one would expect, to teachers in middle-status desegregated schools in which curriculum modification rather than discipline is the major challenge facing the professional staff; to help very much in a large school in which many teachers feel defeated in struggling to achieve merely custodial-type goals, an institute probably would have to enroll most of the professional staff over a much longer period than two weeks. In the situation described below, for example, the participant encountered very serious obstructions in working to achieve the goals she had set for herself during the institute.

Report of an Interview with a High School Teacher (Abridged)

The participant has worked for some time in civil rights activities and was familiar with the race problem and most of the materials used at the institute. The main idea received from the institute was the emphasis on maintenance of educational standards given in Dr. Levine's lecture.

The participant was unable to do anything with her plans for using sociometric techniques in grouping pupils for instruction. She was defeated by mechanical things, such as desks fastened to the floor--unable to move for grouping. In all her classes she tries to form student teams, based on criteria other than race, which cut across racial lines. She cited cases where white pupils refused to work with Negro pupils. She was overwhelmed with other problems.

The greatest obstacle was the resistance of white pupils to working with Negro pupils. The Negro pupils were indifferent and seemed not to care. She did achieve some success in her journalism class where white and Negro pupils did work together. She attributed this to the fact that these pupils were above average and upper classmen. Other forms of resistance cited were instances where some white pupils stayed away from football games.

The need for in-service training of faculties in desegregated schools and the development of new techniques and methods to reach pupils were evident in this situation.

Impressions and Interpretations Based on Follow-Up Activities

The summer institute served eighty-two educators representing a large number of schools in several school districts. Depending on their perceptions of the problems in their particular situations, the participants chose their own goals and worked on them in their own ways. Most of them are employed in desegregated schools in which the major problems involve making desegregation effective rather than finding ways to eliminate unconstitutional means of separating students by race. Given these circumstances, it is difficult if not impossible to assert with any certainty that the institute alleviated school desegregation problems in the target schools. All we can say with any confidence is that the participants generally felt the institute had been helpful to them as they tried to solve their problems, and that most reported specific and concrete things they had done in whole or in part because of the institute experience.

Although we have no way to prove it, we believe that the follow-up was an important and valuable activity. Several teachers told our interviewers that they appreciated the interviews in the schools because such visits helped boost their morale merely by demonstrating the continuing interest of others outside their schools. Between September and February we three times mailed additional duplicated materials to the participants, and many said that they liked receiving more materials and felt more competent when they were kept "up-to-date" on matters related to desegregation. Several others told the director after the follow-up session on December 4th that they enjoyed and had benefitted--psychologically and intellectually--from the chance to meet again to discuss their respective successes and failures. Teachers and administrators dedicated to solving the difficult goals of quality, desegregated education need an opportunity to come together and gather strength from like-minded colleagues. This is particularly true for the many teachers who reported that they had faced persistent and often bitter challenges from friends, colleagues, neighbors, and/or members of their families who to a greater or lesser degree do not believe in racial equality and who sometimes made direct or veiled references to the participants having been "brainwashed" during the summer institute.

The institute staff considered the possibility that the institute might help to sponsor a large community meeting at which participants could describe their experiences and approaches to parents, teachers, community leaders, etc., but it was decided that the participants had been drawn from too many schools in too many communities to justify such a meeting.

A number of the teachers who had participated in the institute subsequently spoke to small groups of citizens in community organizations in their home communities. In considering how they might disseminate information and understandings gained in the institute to the general public, many indicated that they would like to use the films which were shown in the institute or which were recommended by the institute staff. In their private capacities, however, they could not afford to pay rental charges, and scheduling or delivery problems often made it impossible to obtain these films from non-commercial sources. It would be a most important and valuable service, these teachers pleaded, if future institutes could purchase two or three appropriate films which participants could make available to many parents and other citizens in their local districts.

Although no attempt was made to put their responses in quantitative form, the majority of the participants felt that they had experienced some success in communicating with and influencing other teachers and administrators in their home schools and, in some cases, in other schools. As can be seen in the material appended to this report, a number of participants conducted or participated in programs which were undertaken specifically for this purpose. As in August, participants were given a chance to offer anonymous suggestions in responding to the December administration of the institute evaluation questionnaire. With one major exception, the suggestions and remarks in December were similar to those described in our earlier report. The major exception was that a new theme appeared and received repeated emphasis in many of the suggestions. Eleven of the sixty-seven participants at the follow-up sessions, that is, spontaneously suggested that institutes such as the one at U.M.K.C. would be very valuable for future teachers and/or for persons

who train future teachers (e.g. "The program of the institute should be incorporated into the requirements for all student teachers"). Six participants spontaneously suggested that the institute could have greater long-range impact if it were aimed more at young, inexperienced teachers. The staff believes that these suggestions have a good deal of merit to them.

Several conclusions can be drawn from the many observations, interviews, and other contacts which were part of the follow-up. First, the need for desegregation institutes is very great. Many more teachers should have an opportunity to attend such institutes, in order that they may face the problems of desegregated education with greater knowledge and confidence. Second, participants who are most pessimistic about the obstacles and lack of success they have encountered since returning to their home schools generally cite lack of administrative support as a prime factor in frustrating their efforts. It is imperative that whenever possible institutes should continue to recruit participants from desegregated schools whose administrators are willing to attend with their teachers. Third, the teachers who feel most inadequate are those who work with extremely aggressive children with disadvantaged backgrounds. This problem is particularly acute in desegregated schools because of the fact that teachers, parents, and students tend to confuse the effects of racial and ethnic background with the effects of social class and cultural background. It may well be that not enough information of a practical nature is known about how to deal with alienated youth to provide generalized analysis which is very helpful in a concrete setting, but in any case continuing attention should be given to practical approaches for motivating and socializing alienated youngsters.

The comment most frequently made by participants, whether on the questionnaires or in the interviews, was to the effect that "It would be wonderful if every teacher in my school could attend an institute such as the one we attended." In view of the fact that teachers often perceive workshops as being unproductive experiences from which they receive little in the way of practical help, this is a significant response. The staff, too, feels that the institute achieved many of its purposes.

Summary of the Consultation with Participants and the Involvement of School Districts in Follow-Up Activities.

The institute staff was able to arrange to interview and consult with 78 of the 82 participants. Of these 78, two were visited four times, one was visited four times, six were visited three times, twenty seven were visited twice, and forty two were visited once. The great majority of these interviews were held in the home schools of the participants. Almost all were preceded by telephone contacts. These conferences were then supplemented with forty four additional telephone conferences between various of the participants and members of the institute follow-up team.

In addition to school district act ons noted elsewhere in this report, the following activities and meetings were a direct result of the summer institute:

1) The Kansas City, Missouri delegation elected a committee of three participants which subsequently met twice to discuss desegregation activities with the Superintendent of Schools in that district.

2) The Kansas City, Kansas delegation elected a committee of four which met four times with the Superintendent of Schools in that district to discuss future activities and methods of implementing good practices which would contribute to successful desegregated education.

3) The delegations from both districts presented formal lists of recommendations to their respective superintendents.

4) Staff members of the Kansas City, Missouri School District and the University of Missouri at Kansas City prepared a proposal under Section 405, Title IV, Public Law 88-352 which was submitted to the Equal Educational Opportunities Branch of the U.S. Office of Education.

5) The director of the institute met with the Superintendents of Schools of Marshall, Missouri, Kansas City, Missouri, and Kansas City, Kansas (several times with each of the latter two) to discuss how to further the goals of desegregated education in their respective districts.

APPENDIX

Selected Reports from Individual Participants on Activities in the Fall Semester 1965-1966.

Blanche Baldwin
Elementary Teacher
J. J. Pershing School
Kansas City, Missouri
School District

To improve human relations within my classroom I have collected several copies of readers depicting multi-ethnic life. I have used every opportunity to speak of the nationalities and races of people in our class, city, and nation. I use the word Negro more comfortably and have urged use of true skin color in art work. I have tried to give all my children the same consideration, and to require the same standards of behavior and work habits from all in the class.

Individual conferences have been held with parents whose children show the greatest need of help. I have plans for a group conference in the near future.

I have tried to aid other faculty members by sharing my reading material and ideas gained in the Institute. We have our first Negro faculty member, a beginning teacher from the South. I have tried to be a helpful friend to him.

I have interested my principal in Teacher Aides and have collected information for his use.

I have been unable to give as much individual help as I want and need to do, as I have a large class with a wide range of abilities. However, I have seen some progress.

Marjorie K. Blank
Junior College Counselor
and Teacher
Kansas City, Kansas
Junior College
Kansas City, Kansas
School District

In my project, I was concerned with three levels of approach to the problem of improvement of self-image of Negro students:

1. Improving the understanding of other counselors.
2. Adding a course in Psychology of Personal Adjustment to the curriculum in order to help students better understand themselves.
3. Improving faculty understanding.

Through readings and purchase of additional reference material, some progress has been made in the first area. We have had many open discussions and the way is clear for further discussions. Growth in this area will be a gradual and prolonged process.

The second goal (addition of a course in the curriculum) has been approved by the Dean and, effective next fall, a course in The Psychology of Personal Adjustment will be added to the offerings.

In the third area, better faculty understanding, I have not progressed as far as I'd hoped. My proposal to have material included in the orientation program got side-tracked. Although the more formal approach has not been used, there have been opportunities for informal discussions, and there have been many of these. The primary difficulty with this is that some that have needed most to re-examine their attitudes haven't been involved. As opportunities arise, I intend to continue to plug away in this area. Perhaps with the 'tincture of time', further progress will be made here too.

Rebecca Bloodworth
Chairman of English
Department
Sumner High School
Kansas City, Kansas
School District

Use of the annotated bibliography I prepared for "Integrating American Literature":

1. The Director of Secondary Education had copies prepared and gave one to every teacher of American literature in Kansas City, Kansas.

2. The Human Relations committee requested and received one.

3. Several individuals who work in integrated situations have requested copies of the list to use as a basis for reading and discussion.

4. Our school librarian has promised to purchase any of the books that are not now in the library.

Harriet Brown
Third Grade Teacher
J. J. Pershing School
Kansas City, Missouri
School District

The goals I set for myself as a result of the August Institute are growing in nature. Some have been accomplished and some are in the process of being accomplished. My goal is to build the self-image of my Negro students and to help all my students learn to live together for the mutual benefit of all races.

We have acquired twelve additional books about Negro life to supplement our regular collection. From the Jackson County Library near my home, I have been able to find one or two books of this nature to place in our room library.

Only a few of these books are very popular among the children, so I have used them when giving sample book reports for the class. Afterwards I notice they circulate a little better.

I have placed in our permanent room library the multi-ethnic edition of the Scott-Foresman basic reader for first and second grade. I purchased one copy of each. I notice the children use these books often.

Just recently I bought two books from the Skyline Series to place in our permanent room library collection.

It is very difficult to find pictures in magazines showing Negro children. I am in the process of adding this type to my picture collection whenever I can locate them. I have purchased copies of Ebony, but find that it is not a magazine to place in a third grade library. Sometimes a picture is usable.

We have a Negro assistant room mother this year. She was assigned too late to assist in our Art Gallery tour.

When discipline problems arise among the children on the playground, all parties involved are called inside for consultation. Usually when it is a Negro boy he is involved with other Negro boys who can really "tell him off", and usually the matter straightens itself out. One very troublesome little Negro boy has been noticed by our Negro custodian, who is beginning to "take over" and talk "man to man" with him.

Seats in the room have been assigned regardless of color and kept that way unless undue antagonism arises. It seems to be working and we change places about every three weeks.

On a rotation basis all boys and all girls have a chance to be team captains. We will elect captains when every pupil has had his turn.

When a Negro child has made an erroneous answer, I choose another Negro of the same sex to correct the mistake.

Our bussed-in children have fitted in very well. Two are above average students, but one is a trouble-maker on the playground and a low achiever. The rest of the class are quick to call out a "good night" when these children leave our room ahead of others to catch the bus.

Speaking very frankly, I have not lowered my standards in any way. My class is about the same as in other years: It contains above average students, average achievers, and low achievers. Negroes are found in all three groups.

Aldene Campbell
Seventh Grade Teacher
Troost School
Kansas City, Missouri
School District

The goals which I set this summer were for an all-white school, such as ours, which feeds into a desegregated high school.

I have recommended and the library committee has already purchased 15 books on famous American Negroes or dealing with Negroes.
Examples:
"Martin Luther King"
"Ralph Bunche"
"Jackie Robinson"
"Cotton in My Sack"
"Amos Fortune: Freeman"

25 books of different races
Examples:
"Your Skin and Mine"
"The Hundred Dressed"
"Benny's Flag"
"Plain Girl"
"And Now Miguel"
"Witch of Blackbird Pond"
"Shen of the Sea"
"Tibiua of Salem Village"

The cooperation of our library committee has been most outstanding and helpful. The money for the books was raised through a rummage sale. The committee continues to look for others that I've suggested, and many have been bought for the primary department.

In September the students found that one of the bulletin boards in our room was titled "A Good Citizen: A Proud American." Words such as loyalty, friendship, and sportsmanship were circled on a map of the United States which was framed with pictures of Negro and white children working together.

An October bulletin board displayed book jackets under the title, "Reading: The Key to Knowledge." Here were found subjects dealing with the Mormons, Negroes, Indians, Dutch, and other races of people.

In November, at "Open House", we had all the doors throughout the school made to resemble book jackets. Our door was "Amos Fortune: Freeman" by Elizabeth Yates. Also at this time we prepared a table display in the library titled "Brothers All", and here were books on all races.

Our group has seen the film strip, "Color of Man", with just a fair class discussion evolving out of this. This next presentation of this type was the film strip, "Brotherhood of Man." This film brought forth a very good response in class discussion. In our TV Health unit on skin we had several good class discussions on race. We viewed the TV special program on "Veteran's Day." This program included a good portrayal of the parts played by Negroes and Japanese-Americans.

Mrs. Wagner, my principal (who was also at the Institute), has carried out our plans for a faculty meeting with the staff of Phyllis Wheatley (an all-Negro school). This meeting will be on December 6, and Mazie Mitchell, a Negro consultant in the Kansas City, Kansas school system, will be our speaker. We met Miss Mitchell at the summer institute.

Summer institute reading material has been made available to the teachers in our building.

I hope I can achieve as much in the next six months in fostering better relationships with and understanding for others.

Joseph Chop
Teacher
Southeast Junior High
School
Kansas City, Missouri
School District

When I wrote my first paper concerning the promotion of integration in Southeast Junior, I thought one of the best methods for attaining this goal was through the promotion of clubs and organizations in our school. Three and a half months later, I still feel this is an effective way to reach the goal, but instead of working with the organizations on a school-wide level, I have been working on a classroom basis. At the beginning of school, I tried to introduce programs involving committees. I would pick several persons from each racial group and have them work together. I am glad to say the program has worked well. Now the students themselves decide who will be on the committees, and I might add they usually pick persons most qualified for the position, regardless of race.

With this strong foundation, I hope to promote other classroom functions that will help us reach our goal.

Benjamin H. Day
Teacher
Lincoln School
Leavenworth, Kansas
School District

After the institute of last August I set forth a set of goals to implement greater understanding among my pupils of various races and diverse backgrounds.

Goals Set:

1. To implement integration of the pupils rather than merely mixing and desegregating.
2. To present the idea that color or socio-economic conditions are no deterrent to good morals, ability, ambition, or intelligence.
3. To manage a classroom equitably in spite of my own background and personal feelings as a Negro.

Procedures followed:

1. To make a non-biased selection of pupils during enrollment.
2. To have planned seating, not only for increased efficiency, but to lessen self-discrimination.
3. To purposely select class monitors and group captains.
4. To direct participation in classroom activities.
5. To utilize classroom recitations in a manner so as not to infer superiority or inferiority.
6. To use the bulletin board to show accomplishments of all people.
7. To arrange conference periods as a helping aid for all.
8. To place emphasis on the cultural and economic influences of people studied and discussed in the classes.
9. To speak to lay groups.
10. To establish rapport with my fellow teachers.

Response to the Planned Activities:

The children of my classes have responded with mixed emotions to these management approaches. This I feel was probably due to set patterns of past influences.

Parents seemed to react in ways varying from compliance to enthusiastic acceptance.

The results as seen by me were generally positive, however I am concerned that community attitudes may negate achieving many lasting results.

Marvin E. Elmore
Seventh Grade Teacher
West Junior High School
Kansas City, Missouri
School District

I find that I have been benefitting from some of the experiences at the Institute this summer. I think it has changed my activities in the following ways:

1. My orientation to the problem

I am more interested in news reports and other articles on the subject of desegregation. Also, I am much less timid in entering conversations revolving around its problems. I find it easier to take a stand and voice my convictions (without being preachy). This, in part, has helped me to become aware of areas in my own personal teaching where I can do something positive by way of helping my students understand the problem. Before the conference, I would have been hesitant to teach a unit on the Watts, California riots. Since our experiences at the conference, I not only have done this through the use of Scope magazine, but I even felt a personal satisfaction and ease with the topic and could deal easily with it in my racially-mixed classes.

2. Modification of previous activities

For years I have taken children on field trips. In the past we have had many Negro and Mexican children participants in these activities. The change has come in the way in which I orient my boys and girls before we go on these trips. Realizing that a great deal of hostility against minority groups happens when there have been minor breaches of courtesy on the part of unaware children, I took special care in introducing the children to some of the finer social amenities before we went on trips where the children would become part of an adult audience. Many patrons of the plaza Philharmonic Concert Series, for instance, complimented our children because of their good behavior during our visit. I feel we have planted a positive seed.

Dorothy Espenlaub
Elementary School Principal
John J. Ingalls
Kansas City, Kansas
School District

My aim was to make books on the Negro in American history as well as story books about Negro children available to the teachers and the children in our building. Through the school library we are doing this at all grade levels. We are including some of these books in each of our book orders.

I think the most significant outcome has been the interest shown by our school staff in the materials we received in the workshop. These have had quite a wide circulation. They have stimulated considerable discussion in our group. I think we grow as we share our ideas together.

Certainly my own thinking was directed into a fresh point of view by the workshop.

Books and talk--it doesn't seem like much--but we have been thinking together and perhaps it will help us to face future events with a fresh point of view.

Helen Fosmire
Teacher
Rosedale High School
Kansas City, Kansas
School District

I have been in the classroom only five weeks this school year, having had extensive foot surgery. I was absent from September 24 until November 29. Therefore, much of what I planned to do is yet to be done.

In our orientation course (group guidance), I have added a number of autobiographies for study. The list includes successful people of minority groups--people in various vocations and professions (e.g. Marion Anderson, U Thant, Gandhi). I have used the theme, "They could do it--so can you!"

Classroom seating. I have tried to scatter the Negro children over the room, assigning them seats next to white students who can and will be helpful and agreeable, rather than allowing the Negro students to sit close to one another and so maintain their "closed corporation" segregation.

The greatest step forward, though, has been made in my own attitude toward minority groups, particularly the Negroes. After an honest examination of my attitude toward these people, I realize that I have heretofore "accepted" their presence in my classes. Now I am seeing them as individuals just like me, entitled to every avenue and opportunity for growth and development. I admit to having felt "superior" to these poor people. When I posed a question to myself, "How would I feel had I been born black?"--then I knew. Then I began to feel for and with them.

I have been working with a number of my "pupils with problems", colored pupils who are not doing well in school. Some are academic failures and others are poorly adjusted. I finally placed one boy in a special reading group. This week one girl has evidenced less rebellion and is even trying to please me a little bit. I believe she has begun to like me because I like her.

I needed this jolt--the Institute on Problems of Desegregation.

Carol Goldstein
Second Grade Teacher
Faxon Elementary School
Kansas City, Missouri
School District

In my report this summer, I set forth two goals. First, was to obtain copies of multi-ethnic books for the classroom. After the institute, I wrote to several publishing companies asking for samples of multi-ethnic books. I received books from four companies, now I am seeing which books the children are most interested in and enjoy. This spring I will order sets of the ones most liked by the class.

My second goal was my interest in volunteer-aides in the classroom. First, I talked with my principal about this idea. With his consent, I contacted several organizations. When one showed interest, I wrote a letter to the group outlining the use of volunteer aides. They in turn appointed a chairman who met with my principal and myself. Then I met with the group of women one evening who had volunteered, answering their many questions. They all came to school to meet the teachers they would be helping. The program has only been in effect for about one month, so my conclusions on it are still tentative. But so far things have been going quite well. Both the teachers and volunteers are very enthusiastic about what is being done.

Elizabeth Hepler
Elementary School Principa
John Fiske School
Kansas City, Kansas
School District

My project as stated at the close of the institute was to try to change an attitude of intolerance toward Negroes which exists in our school situation, in so far as possible. I have been following the guide lines which I set up.

Teachers are being provided with materials for study. Negro consultants are being brought in and the characteristics and needs of disadvantaged children are being studied. New books are appearing in our classrooms, books which present a more complete picture of our American culture. As new textbooks are studied, teachers working on evaluation committees are encouraged to give primary consideration to those books with multi-ethnic content.

Plans have been made with the Parent Teachers Association to present a Negro speaker at one of the meetings. Many informal discussions with staff members have been held concerning the work of the institute. These, I believe have been the most effective part of the program to date. How effective the whole program will be is yet to be seen, but it is hoped that it will make some contribution in stimulating good attitudes concerning social changes taking place in our society.

Leonard Hofstra
Principal
Nettie Hartnett School
Leavenworth, Kansas
School District

The goal I had set for myself at the completion of the desegration institute was to work toward a wider selection of multi-ethnic reading materials and text books for the school library and classrooms.

I feel that I have only scratched the surface of this goal, by placing in the hands of the school librarian an extensive list of books recommended as multi-ethnic. This part of the goal cannot be achieved in a short time, but many books will be ordered and placed in the library by next fall (1966). The second part of the goal, to replace text books now in use with suitable multi-ethnic texts, remains to be accomplished through text book committee meetings and final selections. Committees in both the science and social studies areas are working on the selection of new text books for the coming year.

Robert H. Krieger
Director of Personnel
and Curriculum
Leavenworth Public
Schools

Upon returning to Leavenworth following the institute in August, the first venture I undertook was that of planning the professional institute for all employees of the Leavenworth School District. We planned to present to the Leavenworth teaching staff all twelve teachers who had attended the institute at Kansas City. Each of the twelve participants gave brief reports and the teachers responded favorably to this part of the program. In fact, the response was so favorable that even though the program ran forty-five minutes into the lunch hour, the staff seemed to be glued to the film, Children Without, which was shown at the conclusion of the program. Comments were favorable concerning this presentation, and many Leavenworth teachers expressed the desire to hear more about the Kansas City institute, and whether an institute such as this could be brought to Leavenworth.

My paper was on "Employing Suitable Personnel for Deprived Areas". I found it difficult to make any practical application at this time, since all personnel had been employed. However, I have carefully observed the personnel in the disadvantaged areas, and I find, almost without exception, that we have teachers who understand the special problems these areas demand. It is also interesting to note that the teachers who had been exposed to the August institute seemed to be more understanding. A feeling of closeness existed in their classrooms.

There has also been an attempt made to reach as many civic groups as possible, and many of the summer institute participants have made speaking engagements in various clubs, groups, etc. I have addressed several PTA groups, church groups, and civic clubs. The response was acceptable in all cases and those present expressed an interest in the factual information. However, I did find some apathy in a community in which there is a small non-white population. These PTAs wanted not to talk about desegregation, and to take the attitude of "don't disturb a sleeping dog".

Margaret Langsford
Fifth Grade Teacher
Mark Twain School
Kansas City, Missouri
School District

As we know, at times change comes slowly. I'm sorry I can't see the great changes that I wish I could describe.

One of the goals I set myself for this year was to give my fifth and sixth grade Negro children a feeling of pride in their achievements and a pride in their heritage. I am finding opportunities to do this in my group this year. There is a good social adjustment, because we are fortunate that both the white and Negro families in the group are average in economic status. We do not have problems of immature social training. Our school is 30% Negro this fall. I see problems, especially in the lower grades, where the Negro children are immature both physically and socially, but we in the upper grades have the children of Negro professionals.

Sometimes we do learn of special achievements in our work, as this week when my principal told me how much Jackie's mother appreciated the superior growth Jackie is achieving under my encouragement. Jackie is the one in a family of ten that could achieve a college education, if I can instill in her a greater desire to achieve her dream to be a Spanish teacher.

Another goal I have set for my group is that of social adjustment. I can see we have made advancement in ignoring race in choosing teams and committees in my group. I now see improvement on field trips, where children choose to go in cars of Negro or white parents, and the groups are truly integrated without my guidance.

Another goal I have is to help our PTA become better integrated. I am talking, whenever possible, to our PTA leaders to encourage integration of our PTA Board. Until our Negro parents are included in leadership planning our PTA meetings are inadequate.

We are fortunate in having the multi-ethnic readers furnished for our upper grades this fall. The story of Joby in Vista, the fifth grade reader, was a good introduction in our reading program to help implement integration in our classrooms.

Genevieve Lindhorst
Principal
Abbott School
Kansas City, Kansas
School District

Four Aides (parents from the school district) were started as helpers for the first, second, and third grade teachers on December 1. Each Aide works with two teachers. There are three Negro women and one white woman. They are people who have been active in PTA work at the school.

A questionnaire has been sent home to obtain the names of four-year olds whose parents would be interested in a Story Hour at the school. Also, we want to know how many parents can come with the children. The results have been encouraging but all reports are not in.

I, myself, have been much more aware of the wealth of material that is being published today and am benefitting from it.

Patricia Martin
Kindergarten Teacher
Kealing School
Kansas City, Kansas
School District

My goals were not changed by the institute. The main thing the institute did for me was to give me an opportunity to meet others working for school integration.

After the institute, I gave a written report on integrated textbooks to the chairman of the Education Committee of the Commission on Human Relations in our city.

Hopefully, my returning to the same inner-city school for the second year created more trust between myself as a Caucasian and the parents of my students, who are all Negroes. My main objective has been to show that there need not be a cut off point in our relationship because of race. Formation of a Kindergarten Mothers Club offers one chance for us to "get to know each other" as people. Identification with the neighborhood has given more ease and honesty in my oral communication with parents. By identification I mean personal involvement: riding the bus, walking the streets to pick up my own children from a local nursery, doing business in that end of town, home visits, friendship with local poverty program and civil rights workers. I measure an increase in trust in being invited to a home and being sent snacks, both of which happened to all the other teachers (who are all Negro) last year, but never to me.

Jeane McIlwee
Third Grade Teacher
E. C. Meservey School
Kansas City, Missouri
School District

Two years ago, the faculty at my school worked on an in-service training project in an effort to improve home-school relationship. We had found that when parents visited, frequently the conversation lagged or bogged down because neither of us knew just what to say next.

The committee on which I worked developed an outline questionaire to be used as a guide when conferring with parents. At the end of the institute, I took this outline and eliminated and added items which I thought might be helpful to me in working with the children. Then, before school started, arming myself with a list of supplies, I called at the homes of all the children assigned to my room. Due to lack of time--but remember it was beautiful weather--I did not call and make an appointment. Twenty-five children were on my list--14 Negro, and 11 white. These calls took the better part of 3 days between the hours of 10 and 4. In every instance, I was welcomed. Only two parents did not invite me to come in, and one was a Negro woman hanging up her clothes: we simply sat on the back steps and visited. The father was home and came to the door and listened. The other was a white woman--the grandmother of the child--and we talked at the door. She was quite friendly and has since visited school for the first time. All were interested in meeting "the teacher", and the children were much impressed by my visit. Several times we sat around the dining room table, and if the child did not respond readily to a question, the other children were most willing to supply the answer!

Results:

Seeing the home and meeting the family have given me more understanding and patience with the children. I have more sympathy with their lack of organization and their general inability to keep things in order. Now the "good fairy" comes to my room and leaves cookies for "clean" desks. She's very particular and sometimes leaves a note about cleaning. Later, when the desk looks well, there is a cookie on the principal's desk - or in the closet. I feel this gives the child some idea that order can be desirable. Since I've been to the homes, I seem to have more rapport with the child and with the parents. I know the home situation. Sometimes there are references made about "when you came".

Bonnie Montgall
Teacher
Southeast Junior High
School
Kansas City, Missouri
School District

I believe the most obvious result, to me, of my experience in the institute last summer is the development of a deeper understanding within myself of my Negro children.

My attitude, I believe, is reflected in my classroom. We have begun our room newspapers, the largest part of which are interviews done by the children. They interview each other as well as the staff of the school. The results of this work have been shown in the attitudes of the children toward each other. They know, respect, and like each other better. No longer is an election held by color--the children vote for the person they want--they no longer vote as blocs according to whether the nominee is white or Negro. They seem to have discovered themselves, and each other, as individuals.

We have freely discussed the racial problem. We have looked at what might happen to a divided country--divided by color. The children listen to each other.

I have consciously tried to include pictures of Negroes on my bulletin boards. This is difficult without Negro magazines from which I can get pictures. I cannot seem to get Negro children to bring Ebony or Jet into the room. (The children bring magazines from home to donate to our reading table.) We have an abundance of Life, Look, and Reader's Digest, brought by both Negro and white children.

I had wanted to bring in resource people from outside, but I had not realized how difficult it is to get working people to come during school hours, so I have not been successful in this respect.

There is much to do that has not been done--but at least we have begun.

Emma Nahrendorf
Second Grade Teacher
North Broadway School
Leavenworth, Kansas
School District

While attending the Institute on Desegregation, I set up the following ideas as goals worth striving for:

1. Suggest reading materials about the Negro for school libraries.
2. Point out to fellow teachers the contributions of Negroes to society.
3. Use stories and pictures of Negroes in the classroom.

In regard to the attainment of these goals, I feel I have had partial success.

As a member of a panel at the Leavenworth Teachers' Institute, I had a report to all the teachers in the Leavenworth School System. My report described some of the contributions of Negroes to our society. Many teachers expressed appreciation of the report and showed interest in and readiness to read some of the recommended reading.

Some books about Negroes have been placed in school libraries.

I feel that my second-grade children have made good growth in understanding and judging a child for his individual worth rather than as a member of a particular race. Pictures of Negro children added interest to many of our discussions. In talking about Americans who live in the United States the children decided an American might be a white man, a Negro, or a "mixed" individual.

This idea of no <u>one</u> color carried over in art work, as children illustrated <u>friends</u> with faces of different colors.

Also we used items of local interest to show contributions of Negroes. Many children know the Negro policeman as a friend and were happy to hear that the father of one second grader was appointed as a fireman. We stressed the characteristics of being dependable, doing your best work, and helping others, as needed to be a good fireman, but made no mention of color.

The children understand "Negro" and use the term in a respectful way.

In trying to influence a few personal friends, who, according to my thinking, have unreasonable prejudices, I have hit a stone wall. Any attempt to discuss or reason about fairness of desegregation or factors regarding slums has netted the same degree of change of attitude-Zero! So, I've decided to avoid useless discussions and try to take advantage of or create situations where I can develop attitudes of tolerance among the young. The young of Today will live in Tomorrow's World! May our little bit help to smooth some of the rough places.

Mildred Richards
Sixth Grade Teacher
J. J. Pershing School
Kansas City, Missouri
School District

My project was to try to integrate pupils in a school which was already desegregated.

Some of the things I did to help bring about better relationships and understanding were as follows:

1. Prepared a bulletin board for the class which students later kept up to date. At the head of the board were the following words: Self-Confidence builds Respect and Responsibility in Education, Sports, Business, Community. Under each heading were pictures from newspapers and magazines showing multi-ethnic and interracial groups.

2. In a language arts period we discussed the meanings of the terms on the bulletin board. The community was discussed to show how it could include neighborhood, (church, school), city, state, nation, or world.

3. One day I gave a homework assignment which was to pretend that each was a reporter for "The Man in the Street". Students were to ask any adults--"What does confidence mean and how does one go about getting it?"

4. I played the section with the song, "I Have Confidence" from Sound of Music. The class then discussed what Maria meant in her song.

5. We sang and discussed the origin of songs from various countries.

6. I ordered a special collection of library books from the school division and put them with the regular library books. The books were biographies and stories of Negroes and other ethnic groups.

7. An opportunity arose in the second week to discuss blood infections, and the fact that all blood is essentially the same. We also talked about how skins tan or darken.

8. To help us appreciate our school helpers, I introduced both new custodians to the pupils. (One is white and the other Negro). It helped to make a nice relationship between the children and the adults.

9. When I noticed the class had not chosen Negroes in any of the major offices after two elections, I encouraged them to look around and see if both boys and girls and not just their closest friends were being chosen. They caught the idea right away.

10. Everyone in the class was given an opportunity to be a game leader within the first two weeks. Later the children voted on game leaders each week and chose teams every five weeks. They decided to make the changes often to give each one a better chance to serve.

The Institute helped me to give more consideration and not to jump to conclusions about anyone. I feel it gave me a better insight to helping our beginning teachers, both Negro and white. When I had parent conferences I was able to give understanding help to Negro parents.

The children tend to congregate together with their best friends of the same race in spite of my efforts, but all are friendly to each other.

Grace Senter
Teacher of Special Education
Special Education Center
Marshall, Missouri
School District

Although the order of the planned meetings with parents was changed, two of the four meetings were held as scheduled: the October and November meetings of the Center School Association. Publicity for the meetings was given through the local newspaper and radio station. A notice was sent home with each child and one teacher sent hand-written notes inviting the parents of the pupils in her room to attend the meetings. In addition, a door prize was offered at each meeting. For the November meeting the president of the Center School association made 20 telephone calls to personally invite parents who had not usually attended.

The October meeting, at which the subject, "The Role of the Parent in the Social Life of the Child" was discussed, was poorly attended. However, two parents who had not attended in some time were present. Percentage-wise, we learned that our meeting was as well-attended as PTA meetings in Marshall's regular schools.

The attendance at the November meeting on the subject, "The Role of the Home in Health Training", was larger than the previous meeting, and there was obvious interest in a talk and demonstration by a school board member on first aid in the home.

We feel that these meetings were of interest to the parents and that we have been successful in reaching a few of our parents. We hope that the two remaining meetings will reach more of them.

Hazel Sharp
Kindergarten Teacher
Mark Twain School
Kansas City, Missour
School District

My plans were made in relation to "Industries and Places" to which a teacher may take a class of children in order that they may have the opportunity to increase their knowledge of the world in which they live.

In planning these trips, there should be considerable attention given to public relations between the teacher and the industry and the teacher and parents who are to assist on the trip.

During the pre-planning time, we arranged to have white and Negro mothers with each group of children. May I say that several white mothers mentioned that the Negro mothers had been very nice and that this had been their first contact (with Negro mothers). Some (white mothers) mentioned the fact that the children had been very nice and now they wouldn't mind if their children played with Negro children in the neighborhood, or invited them to play.

The personnel at the industries we visited observed that we are working together both on the child's level and the adult level.

We have been to the Fire Station in November, as this is the time firemen prefer we visit them.

In working with the inner-city children in this area, there is always the problem of transportation. It would be a big help if there were some way that transportation might be provided. The inner-city Negro child needs to see and understand these phases of our culture and life.

We now have an integrated faculty, and since the new Negro faculty member teaches at my grade level, my co-worker and I have tried in every way to help her.

Edith H. Stenson
Teacher
West Junior High School
Kansas City, Missouri
School District

For years, our school has had great difficulty in interesting the parents in any school activity. We have never had a successful PTA. One of the difficulties is that we are a slum school and the one good possession our people have is their cars. It has been dangerous to park your car around the building at night. We have one of the highest bills for window damage in the whole city.

Plans were made to use volunteer teachers to try to interest parents in the school. Each teacher was assigned all the children in one family of a pupil in her room. Calls were made to the family to acquaint them with the teacher and to give a personal invitation to the Back to School Night in October. The building help volunteered to act as parking guards and extra help came from the police for that evening.

A grand total of 128 parents came that night, ninety-nine families were represented and they came for 106 students. This was astonishing to some of the older teachers. We have tried this in the past and had only 35 parents in the building.

Knowing that it is difficult to get the parents out for an evening, we have used follow-up phone-calls, postcards, and letters. These have been for good causes as well as discipline, and the parents are now responding.

After visiting the rooms and meeting the teachers, all went to the cafeteria for punch, coffee and cookies. It was gratifying to see that there was no racial pairing off. We had all three groups (Negro, Spanish-American, European) there and they really mixed. They had met in the classrooms and had a mutual interest to foster conversation. Most of the parents came dressed for a party, were proud of their children, and seemed impressed with the teachers.

Marybeth Swartz
Teacher
Southeast Junior
High School
Kansas City, Missouri
School District

Realizing that informed patrons are satisfied patrons, my special project to aid the cause of integration was a newsletter to parents. Once a month we now mail an informal bulletin, Did You Know, to all our parents. Its primary purpose is to show that our desegregated school is maintaining its standards of excellence in academic subjects, extra-curricular activities, and service to the community. Also--we are trying to convey the feeling that, despite reports to the contrary, we enjoy having all our children. We have tried to let the parents share in some of the amusing daily occurrences that do make this business of teaching so refreshing and challenging.

So far, three issues have been printed and distributed. I have assumed responsibility for collecting and compiling news stories and quotable remarks from the various departments. The content is not fixed, although we have always included, as main stories, accounts of what the different classes are doing. Other features have been humorous statements from students' papers, human interest stories about the staff, and interviews with students.

Although the project seemed overwhelming at first, an interested principal has supported the idea: his typist does the printing, the PTA addresses the bulletins, and the Board of Education meters at its own expense.

Results necessarily are intangible. If we can publicize the best facets of our school, we may be able to convince our patrons that the schools in our community are producing top quality students.

Marie T. Wagner
Principal
Troost School
Kansas City, Missouri
School District

The following activities have not all been a direct outcome of the workshop, but many have.

1. More Negroes have been placed on the faculty and in other positions, namely teacher, head custodian, cafeteria worker.

2. A report of the workshop was given in an early faculty meeting.

3. Literature from the workshop has been made available to faculty members.

4. Approximately fifteen books dealing with Negroes have been added to the library.

5. Bulletin boards using book jackets from these books have been made.

6. Other bulletin boards on intergroup topics have been displayed in classrooms.

7. During American Education and Children's Book Week a table in the library displayed such books as--Martin Luther King, Ralph Bunche, Jackie Robinson, Cotton in My Sack, Tituba of Salem Village, and Amos Fortune, Freeman with others of all races with a caption: Brothers All.

8. Films such as Color of Man and Brotherhood of Man have been shown to children in several classes. These films brought forth good response in class discussion.

9. The upper grades appreciated viewing the TV Special Observance on Veteran's Day. This program illustrated the contributions of minority groups in World War II.

10. On December 6 a joint faculty meeting with the Wheatley School will be held at Troost. Miss Mazie Mitchell, whom I met in the workshop, will be the featured speaker. After a social hour and refreshments, she will speak on "Inspiring Children in the Elementary School to do Creative Writing."

11. Future plans include continuation of many of the above activities. But after the holidays I hope to make plans to allow teachers who wish to do so to visit desegragated and Negro schools.

Richard W. Warren
High School Guidance
Counselor
Leavenworth Senior High
School
Leavenworth, Kansas
School District

Participants at the Summer Institute on Desegregation presented a panel at an institute for the entire faculty of the Leavenworth schools. Many faculty members expressed a desire to participate at the local level. The feeling was that were many avenues opened to the group, and that there should be further study. This has been done in many buildings and in various church and civic groups. There was a period of about two months during which we were going to groups of fifteen or twenty about twice a week and holding discussions and sharing our materials and ideas from the institute. This is still happening.

We feel that a better self-image of our student body is being presented. There are fewer tardies and improved attendance is noted. There is much to be done, but we are working in small groups-both students and faculty. The curricular materials are being selected to give a better understanding and appreciation of all groups.

Dolores Williamson
Fourth Grade Teacher
Blenheim School
Kansas City, Missouri
School District

All materials collected during the institute were kept on display in the teachers' room. They could be borrowed for as long a time as they were needed. The most frequently borrowed materials were: 1) Source Material on Negro History
2) The New World of Negro Americans
3) The Special Report of the Institute.

In my grade, I was interested in improving the self-image of the Negro child and in helping the white pupil look at the Negro in a positive light.

I feel these two goals have been set on the way to accomplishment. How? By making available many books with Negro children as characters. The white children have latched on to these books and have discovered that the characters in the books go through similar experiences and have similar feelings and reactions. They are discovering the Negro as a human being and not an oddity.

Negroes should grow up feeling that they are worthwhile and have something to contribute. To help foster this kind of self-image, our room has taken on a "school service project". We are making scrapbooks to be used in the primary grades. I have selected, from magazines such as Ebony, pictures showing Negro family life, Negroes and whites working together, Negroes as doctors, businessmen, etc. The children print captions for each picture.

Name and school withheld

The only objective I had with which I have had any modicum of success was that of including contributions made by Negroes in our study of American history. I have always included a study of minorities in my social studies classes, and I think this has been more meaningful since Negroes became members of the class.

Keeping our high school integrated is difficult and it will probably be resegregated within two years. As I see it, the big stumbling block to racial integration is compulsory mass attendance and the over obsession with the "drop-out" problem. Forcing ALL into public high schools and trying to put them through the same process just does NOT work. The physical plant, curriculum, and scheduling are not designed for this and unless radical changes and experimentation take place, we well may become "detention centers". We are already spending so much time, energy, and money on the maladjusted, non-school oriented that we may be short changing those who are in school for the purpose of learning. If high schools are to be everything to everyone, we are going to have to come up with more than optimistic euphemisms.